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ABSTRACT

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this eighth section focuses on the program support approach to utilizing the private sector. (Program support, as defined here, encompasses monetary assistances, donation of time and services, and donation of teaching aids, materials, and equipment.) An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to most program support approaches are described as a model approach. Suggested alternative forms and procedures are then presented to aid departments in developing plans that are unique to their own situation. A chapter on administrative details deals with the investigation and establishment of policies and procedures and contains a checklist of planning steps. Worksheets are provided to focus attention on gathering information, organizing details, and defining department objectives that are critical to involving business, industry, and labor in program support. (This handbook and the related ones are considered easily adaptable for use by vocational educators at postsecondary and secondary levels.) (JT)

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BUSINESS-INDUSTRY-LABOR LINKAGES: A Handbook
for Improving Personnel Development Programs

Handbook Section #8

PROGRAM SUPPORT

SECURING PROGRAM SUPPORT FOR BUSINESS, INDUSTRY, AND LABOR INVOLVEMENT

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Improving Vocational Teacher Education Department
Linkages with Business, Industry, and Labor

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

June 1977

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FOREWORD

Continuing advances in technology, changing employment opportunities, and changing work requirements demand that vocational teacher educators establish linkages with the private sector in order to keep up-to-date in their efforts to support relevant education programs for youth and adults. It is recognized also that in developing these linkages, vocational educators can be helpful to their business, industry, and labor counterparts.

Educators must share their concerns for the design and maintenance of viable vocational education programs. Giving visibility to effective strategies and working arrangements will help spread the practice of utilizing business, industry, and labor inputs and, in the process will greatly strengthen the possibilities of placing vocational education graduates in satisfying and rewarding careers.

These eight handbook sections are a response to the need for direction and suggestions in increasing business, industry, and labor inputs into vocational teacher education programs. The guidelines contained in the handbook sections are intended for use by faculty members of vocational teacher education departments, but the material is also easily adaptable for use by vocational educators at the post-secondary and secondary levels.

A strength of these handbook sections is the interest and involvement of vocational education teacher educators across the nation. Appreciation is expressed to the many educators who contributed materials and reviews of the initial drafts. Center staff involved in the development of the Resource Handbook sections include Dr. Richard Dieffenderfer, project director, Ms. Lee Kopp, and Mr. Orest Cap.

Robert E. Taylor
Executive Director
The Center for Vocational Education

Preface

Resource Handbook Development

The Resource Handbook for improving vocational teacher education linkage with business, industry, and labor was used in an EPDA Training Workshop conducted at The Center for Vocational Education, April 18-19, 1977. The training workshop and resource materials development work are part of the activities of a Center project sponsored by the U.S. Office of Education and the Ohio Department of Education, Division of Vocational Education under EPDA Part F, Section 553 as a national priority project entitled: "Improving Business, Industry, Labor Inputs into Personnel Development Programs."

The Resource Handbook has been prepared based on information gathered during literature searches, contributions of individual vocational teacher educators, inputs from the project planning committee and work session review panel, and the development effort and adaption by project staff of ideas thought most appropriate to the needs of vocational teacher education departments. The choice of the eight topics developed in each of these handbook sections was based on the stated needs of respondents to a national survey of vocational teacher education departments conducted as part of project activities for identifying existing business, industry, and labor linkages.

The development of the resource handbook for improving vocational teacher education department linkages with business, industry, and labor was guided by several basic objectives. These included a desire to:

1. Identify various types and sources of information appropriate to the business, industry, and labor interests of vocational teacher education departments;

2. Describe for vocational teacher educators appropriate ways to access and utilize selected business, industry, and labor information resources; and

3. Organize and present resource information in a way that encourages its use in meeting the business, industry, and labor linkage objectives of vocational teacher education departments.

The eight topics featured in the Resource Handbook sections include:

#1 Staff Development:
Creating a Staff Development Plan for Business, Industry, and Labor Involvement.

#2 Advisory Committees:
Utilizing Business, Industry, and Labor Advisory Committees.

#3 Cooperative Internships:
Establishing Cooperative Internship Programs Involving Business, Industry, and Labor.

#4 Personnel Exchange Programs:
Establishing Personnel Exchange Programs Involving Business, Industry, and Labor.

#5 Workshops:
Involving Business, Industry, and Labor Through Workshop Programs.

#6 Site Visits:
Conducting Business, Industry, and Labor Site Visits.

#7 Resource Persons:
Involving Resource Persons from Business, Industry, and Labor.

#8 Program Support:
Securing Program Support for Business, Industry, and Labor Involvement.

Resource Handbook Feedback

The development of this type of resource handbook series needs the continual input of fresh ideas and reactions in order to make the final product as useful as possible to vocational teacher educators. Inside the back cover of each of the Resource Handbook Sections there is a feedback reaction sheet for submitting your suggestions for improving business, industry, labor, and education linkages. Your ideas are wanted concerning:

1. Suggestions for other linkage ideas and approaches;
2. Linkage problems that are unique to various types/sizes of teacher education departments;
3. Suggestions for references and resource materials;
4. Identification of additional planning steps and procedures; and
5. Additional comments.

Your professional contribution to cooperative efforts with business, industry, and labor is appreciated.

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Introduction

This part of the handbook section provides an overview of the program support approach to utilizing business, industry, and labor inputs. The introduction begins with a need statement for the use of program support in vocational teacher education programs, followed by a statement of the benefits and contributions of program support to vocational teacher educators, an overview of the parts of this handbook section, and a list of objectives for department faculty that use this handbook section.

Need Statement

Program support from federal, state, or university sources may not be continuous in many instances. With the increase of financial requirements of educational institutions, more and more colleges and universities attempt to obtain external support. This is where a program director must effectively enlist support from other sources, to ensure the continuity and/or relevance of a particular program. Often, the contributions are dependent on an active and interested educator who takes all appropriate steps to initiate the contact.

Many organizations across the nation are substantially engaged in the support of human services and research. Business, industry, labor, government, and foundations are all involved in this support through: grants, fellowships, scholarships, awards, endowments, loans, donation of time and services, and donation of teaching aids, materials, and equipment. Often, however, many of our colleges and universities, particularly the department of education, either limit their utilization of external resources or neglect to seek them out for support.

Contributions / Benefits

What are the benefits to the vocational department of the program support approach? The following is a partial list of such benefits:

- Helps identify potential teachers (recruitment);
- Helps prepare better teachers;
- Affects the quality of future manpower;
- Establishes communications with external success;
- Helps obtain financial support;
- Helps locate work experience sites;

- Initiates possible exchanges; and
- Helps obtain software and hardware.

What are the benefits to the business, industry, and labor? A number of benefits may be derived; the following is only a partial list of such benefits:

- Aid to education is a sound investment;
- Can obtain priority for selection of top graduates;
- Better communication with the educational process and local involvement;
- Help maintain a working relationship;
- Can gain valuable employees (individual decides in favor of a business/industry career with the employer);
- Obtain charitable tax deduction for financial involvements;
- Offers visibility and image;
- A social responsibility;
- Investment of business dollars; and
- Philanthropic act.

Handbook Section Overview

Program support, as defined in this section, encompasses monetary assistances, donation of time and services, and donation of teaching aids, materials, and equipment. This handbook section is sub-divided into the following parts:

- Introduction—This part of the handbook section contains a need statement, a statement of the contributions and benefits of this approach to the department faculty, an overview of the handbook section, and a list of objectives for the handbook section.
- The Program Support Approach—Included in this part are descriptions of the basic activities that are common to all program support approaches.
- Alternative Approaches—Suggested alternative forms and procedures are presented in this section to aid departments in developing plans that are unique to their own situation.

- Administrative Details—Part of planning involves investigating and establishing policies and procedures. This part contains suggested items to consider.

- Planning Notes—This part is a step by step listing of ideas designed to help the faculty develop plans for the effective use of program support by their department.

- Selected References—References in this part include sources of information used in the handbook section as well as additional references that may be helpful to your department.

- Resource Materials—The example materials contained in this part are illustrative of the types of materials you may be developing as part of your department's involvement with program support.

Developmental Objectives

This handbook section is designed to promote implementation of vocational teacher education department *linkages with business, industry, and labor* through the use of external support. Based on reading about, adapting, and implementing the strategies and techniques presented in this section, department staff will be able to more effectively:

1. Secure program support to foster linkages with business, industry, and labor;
2. Develop criteria for seeking external support based on department linkage goals;
3. Assess how well sources of program support are being used by the department;
4. Select appropriate program support and funding strategies for the department;
5. Prepare a department plan or procedures for securing additional program support;
6. Locate and utilize available reference materials and involve resource persons; and
7. Design and prepare appropriate aids to assist in planning, conducting, and evaluating department resource development efforts.

This handbook section is one of an integrated series of eight sections designed for vocational teacher education departments interested in more effectively utilizing business, industry, and labor resources in the personnel development programs.

Program support for vocational teacher education departments can be successful through the use of external resources. However, one must be ready to give considerable time to effectively plan and evaluate such endeavors.

The Program Support Approach

The Program Support Approach part of this handbook section will describe basic activities that are common to most program support efforts. A model procedure for establishing program support through financial, material, and/or service support from business, industry, and labor will be described under Planning/Preparations Required. This will be followed by Resources Required, where budget, time, and a resource file are discussed.

Model Procedures

The model procedures for program support may include the following elements:

- Determine program support needs;
- Develop objectives;
- Do prior planning;
- Utilize an advisory committee;
- Select a type of program support;
- Develop a plan of action;
- Implement the plan; and
- Evaluate results.

Planning / Preparation Required

A great amount of planning and effort is necessary when one attempts to enlist program support from government agencies, foundations, university sources, businesses, and/or private individuals.

Determine Program Support Needs

Program support planning should be based on the identified needs of the department(s) to be involved. This step involves the assessment of available resources as contrasted to resources required for goals as developed by the department(s). Goals and planning for the achievement of goals would be accomplished through regular university processes and would include department and faculty staff development planning.

Priorities in program funding essentially become those needs which can be alleviated through the department's and/or individual's own planning and actions. Priorities are also related to stated goals and can be stated as objectives.

Develop Objectives

Once the needs assessment is completed, objectives for gaining program support can be developed. Objectives can contribute to the success of program support activities by:

- Defining parameters;
- Providing guidelines to faculty in seeking program support;
- Providing a basis for determining impact through evaluation; and
- Setting realistic expectations.

Prior Planning

Prior planning includes:

- Secure administrative approval and support;
- Identify administrative personnel who will be involved;
- Identify available resources;
- Identify staff members who will participate in planning; and
- Depending on the scope of the program support activities, an individual and/or program coordinator should be given responsibility for coordination of the activities.

Advisory Committee

Existing department advisory committees might be utilized to help enlist program support, or an ad hoc committee might be organized to aid in the planning, implementing, and evaluation of program support. An advisory committee could assist by:

- Identifying strategies for building support in the business, industry, and labor community;
- Encouraging the cooperation of business and industries for providing program support;
- Assisting in the identification of potential contributors;
- Reviewing program support plans; and
- Making suggestions for implementing and/or improving program support.

Select Type of Program Support

Program support available to vocational teacher education departments can be grouped into several broad categories. Program support can include:

- Financial support;
- Personnel support; and
- In-kind support.

Financial support. Financial support can be sought from government agencies, foundations, university sources, business, and/or private individuals. Types of financial support include:

- Unrestricted gifts—These may be spent in any way;
- Donations to scholarship funds—To establish or contribute to departmental scholarships for students;
- Fellowship awards—Funds to be applied to graduate work may be restricted to interest area of the donar;
- Foundation grants—These may include research grants, study grants, capitol grants, etc.;
- Government grants and contracts;
- Establishment/maintenance of faculty chairman endowment; and
- Affiliate plan—Business, industry, labor becomes an affiliate by contributing defined privileges from the benefiting institution.

Personnel support. Personnel support can take many forms. This may include:

- Advisory committee members;
- Consultants;
- Classroom speakers; and
- Site visit hosts.

More detailed use of personnel support and many more suggestions for their use are contained in the handbook sections Resource Persons, Site Visits, and Advisory Committees.

In-kind support. Program support can take many other forms in addition to financial support and personnel support. In-kind support may include:

- Recruitment cooperation;
- Work experience cooperation;
- Hardware and software equipment and materials; and
- Services by the department to business, industry, labor in return for other kinds of support.

Develop Plan of Action

The following plan of action reflects an appeal to business, industry, labor for support. Other plans of action are included in Alternative Approaches.

Disseminate program support project description. Information dissemination and public relations is part of the procedure for securing business, industry, labor support. Steps need to be identified to orient the business, industry, labor community to the purposes and procedures of the project.

Sample dissemination approaches are included in Resource Materials (Figures 8.1, 8.2, and 8.5).

Information dissemination and public relations activities during the project activities should also be considered. Necessary releases should be obtained for any stories or photographs used.

Potential audiences include:

- State/local Chambers of Commerce;
- Existing advisory committees;
- Business and industry societies;
- Local civic service clubs;
- State/local unions; and
- Owners and managers of local/regional business and industries.

Potential means to disseminate information include:

- Newspapers;
- Luncheon meetings;
- Newsletters;
- Brochures;

- Survey to determine interest/cover letter; and
- Project advisory committee.

Information to be included in any dissemination activity includes:

- Objectives of the support project;
- Need for support;
- Type of support needed;
- How to participate;
- Benefits to business, industry, labor;
- Assurance that donar will be identified with program; and
- Name and address of contact person in university.

Contact business, industry directly. Contact by letter appropriate persons in business and industry. The mailing can also include a publicity brochure about department activities. Determine when personal contact for follow-up would be advantageous.

Develop plan for recognition of contribution. Some type of recognition to business, industry, and labor personnel for their contribution is necessary. Recognition activities might include:

- Recognition luncheon or dinner;
- Certificate of recognition;
- Donor name identified with equipment, scholarship, etc.;
- Letter of appreciation;
- Media releases; and
- Listing of donors/supporters included in publications, bulletins, college catalogs, etc.

Implement Plan

Adequate planning and institutional/departmental support are necessary for effective implementation of the plan.

Formative evaluation activities should supply information to determine if any changes need to be made in the plan.

Evaluate Results

Evaluation techniques and standards would have been established in the planning step. These assessments will show the need for further efforts, different approaches, different standards, or may show that the objectives have been met. Evaluation procedures should be focused on the stated objectives.

Resources Required

Program Budget

Planners arranging for program support activities most often are working with an allocated sum of money, whether it be a contract budget or a portion of department monies. Budgeting may include:

- Printing costs;
- Office supplies;
- Telephone expenses;
- Travel expenses;
- Postage; and
- Salaries.

Planning a Schedule

Time is to be allocated in two ways. First, if a faculty member(s) will be responsible for coordinating the activities, time for this should be part of his/her schedule.

Second, time guidelines should be developed for this type of activity just as they would be for any other project. Deadlines might be set for:

- Dissemination and public relations activities;
- Contact of potential donors or supporters;
- Follow-up activities;
- Recognition activities;
- Formative evaluation activities; and
- Summative evaluation activities.

Develop a Resource File

An active, systematic file of potential business and industries willing to participate in your endeavor is one of the best aids in organizing program support. Card files have proven to be a useful approach to organizing and quickly retrieving needed information. The following information may be included:

- Subject area;
- Date of contact;
- Name, address/phone of business/industry personnel;
- Best time to contact;
- Types of cooperation such as financial, equipment, recruitment, work experience;
- Special comments; and
- Evaluation comments.

Alternative Approaches

Alternative forms and procedures for program support are presented in this section. Alternatives presented include Government Grants, Foundations, Contracted Services, and In-kind Support. These suggestions should aid departments in developing plans that are unique to their own situation and needs.

Other Procedures / Purposes

Government Grants

Grant support from government has grown substantially over the past decade. There are several types of grants administered:

- Block grants—A state or local unit obtains money from the federal government to be disbursed according to previously established priorities;
- Categorical grants—Funds available under a certain field or area;
- Project grants—Funding based on the merits of a project submitted by an individual organization;
- Research grants—Grants provided to test theories or hypotheses. They can be basic or applied;
- Training grants—Awarded to institutions, organizations, or individuals for training or developing new skills; and
- Staffing grants—Includes money for inservice training.

State Funding

State level planning by the state department of education establishes priorities for the allocation of federal and state funds to educational institutions. It is advisable for vocational teacher education departments in state universities to designate a faculty member to act as a liaison between the department and the state department of education. The liaison becomes a department resource person on the priorities and policies of the state education department.

The State Plan for Vocational Education and other policy papers that establish priority research and development areas will provide information on areas which are most likely to be funded. Funds to each state are allocated on two levels: first, on the basis of the written state plan that illustrates priorities; and second, discretionary funding of the U.S. Commissioner of Education which are allocated on the basis of population. Disbursements of these monies are awarded to educational agencies on the basis of a written proposal.

Federal Funding

The scope of federal legislation and funding for educational types of programs is broad. The largest umbrella of funding is that in health, education, welfare, and manpower.

Locating federal funding. There are several public sources of information for those who wish to seek federal funding. *The Catalog of Federal Domestic Assistance* describes the full scope of federal aid, including:

- Fellowships;
- Training graints;
- Formula grants;
- Research grants;
- Demonstration grants; and
- Development grants.

The Catalog is in loose-leaf format and is indexed as to:

- Popular name, e.g., Title III;
- Agency, e.g., U.S. Office of Education;
- Functional purpose, broad categories such as training, research;
- Topics, handicapped, mental health; and
- Applicant eligibility.

Attempting to identify available funds at the state and federal level is not an easy matter; the following government resources may be of help to you:

1. State coordinator responsible for funding located within the State Department of Education;
2. Coordinator for federal resources located within the State Department of Education;
3. Local legislator to get information on pending legislation;
4. EPDA coordinators;
5. The legislative register;
6. Department of the Interior, Bureau of Indian Affairs;

7. Department of Business and Economics;
8. Department of Labor;
9. Energy Department;
10. Department of Defense (Training and Development Division);
11. Regional offices of Manpower Administration;
12. Department of Transportation;
13. Review the state budget for allocation of funds;
14. Department of Agriculture;
15. Department of Small Business Administration;
16. Commodity Associations (i.e., real estate, insurance, beef growers association);
17. CETA at regional, state and local levels; and
18. Chairpersons (appropriations committee) for utilization of state contingency funds.

Locating requests for proposals (RFP). There are two main publications which disseminate information on RFP's. These are the *Federal Register* and the *Commerce Business Daily*.

Federal Register. The availability of funds and priorities federal halves of Parts C and D are announced in the *Federal Register*.

- Daily publication;
- Describes priorities for enabling legislation; and
- Gives notices of grant competitions: deadline dates, application format, criteria for evaluation.

Commerce Business Daily. Request for proposals for Part I projects are announced in the *Commerce Business Daily*.

- Daily publication;
- Publisher or a synopsis of each RFP: title, deadlines; and
- Announces government procurement requests and awards.

Personal contact. Although receiving state and federal funds is ostensibly dependent on the quality of a submitted proposal, personal contact with state and/or federal officials can provide many valuable insights and explanations. Personal communication may aid in understanding the thinking that went into the establishing of priorities as well as provide an opportunity to give input into the establishing of priorities.

Proposal outline. The following outline illustrates the general type of information that is to be included in a proposal. If the proposal is being written in response to a request for proposal (RFP), then a careful examination of the RFP will indicate a format and an emphasis peculiar to the sponsoring department and/or subject area.

I. Required forms

II. Budget

II. Program narrative

A. Introduction

B. Need for this assistance

1. Statement of the problem: rationale/related research

2. Purpose and goals of project

C. Approach/Methodology

1. Narrative description of proposed project

2. Work breakdown structure chart. A sample work breakdown chart included in Resource Materials (Figure 8.6).

3. Time schedule: Gantt Chart/Network Chart of Methodology/Pert Chart. A sample chart is included in Resource Materials (Figure 8.5).

D. Institutional/departmental qualifications

1. Department capabilities

2. Resources and facilities

F. Project administration, staff, consultants, advisory committee

1. Personnel utilization

2. Staff capabilities

IV. Appendices

A. Vitae for key staff. A sample vita is included in Resource Materials (Figure 8.7).

B. Bibliography

Rating criteria. Evaluative criteria will differ from agency to agency. Requests for proposals usually indicate the weight that will be given to specific evaluative criteria. Some common samples of criteria used to rate proposals include:

- Understanding of the requirements;
- Importance or significance of problem;
- Technical quality, feasibility, orginality of approach;
- Good design;
- Experience of the proposer relative to the requirement;
- Experience and qualifications of personnel to be assigned to the project;
- Provisions for evaluation;
- Provisions for dissemination;
- Resources and facilities available; and
- Budget.

Equity. The 1975 Congressional hearings on "Sex Discrimination and Sex Stereotyping in Vocational Education," Title IX of the Education Amendments of 1972, and the passage of the current vocational education amendments have focused attention on the need for the elimination of sex discrimination and sex stereotyping in vocational education.

Ethnic minority concerns with equal opportunity and equal access continue to be a necessary focus of vocational education.

With the current emphasis on eliminating racial and sex discrimination and stereotyping, it is of benefit to the proposal writers to examine their proposal in this regard. Not only should the proposal not reflect discrimination and stereotyping, but techniques for insuring that this is not part of project activities and products should be written into the proposal.

Foundations

Reliance on Health, Education, and Welfare (HEW) funds have resulted in sharp competition for limited resources. This competition and tightening of budgets require that departments search for alternative sources for project funding, such as foundations.

The term foundation can refer to a variety of organizations that administer a fund to maintain hospitals, charities, etc., or finance projects. Here foundations refer to those organizations which finance research and innovative projects in education.

Types of foundations. An institution bearing the word "foundation" in its title is not evidence that the organization awards grants. There are several types of foundations:

- National foundation—Large foundations that are not limited to any geographic area in grant support;
- Corporate foundations—Private foundations created by major corporations to serve corporately related aims;
- Family foundations—This largest group of private foundations is established by families. Grants do not follow any pattern but reflect current family interest regionally oriented;
- Special interest foundations—Total grant efforts support particular area of interest; and
- Community foundations—Public charities serving a community.

Locating foundations. There are a variety of organizational and literary sources to investigate when seeking to identify and investigate foundations that would be potential sponsors of research and innovative programs. Suggested books that will aid in identifying potential sponsors are included in Selected Resources.

Foundation center regional collections. The Foundation Center in New York City has established forty-nine regional collections of foundation information across the nation. This foundation information is housed in public academic or foundation libraries which maintain interaction with The Foundation Center. The basic research resources at the regional collections are the same as those at the national, but the regionals also have annual reports only for foundations in the states where the collection is housed, and sometimes for neighboring states as well. The following resources are supplied to the regional collections by The Foundation Center:

- The Foundation Directory and Supplements;
- The Foundation Grants Index annual volumes;
- The Foundation Grants Index: Subjects on Microfiche Cards and annual updates;
- List of Organizations Filing as Private Foundations, 1970;
- Foundation Annual Reports on Film, cumulative alphabetical and numerical listings of foundation annual reports on film from 1970 through 1974, covering approximately 325 foundations;
- Foundation Annual Reports on Film, series of microfiche cards;
- Foundation Center Information Quarterly, the eight published series of the now-defunct journal which was published between 1972 and 1974;
- Foundation News, annual subscriptions including the bimonthly Grants Index;

- Aperture Cards for all organizations registered as private foundations in the state in which the collection is located and, sometimes, neighboring states;
- Aperture cards for other individual foundations upon request; and
- All booklets, brochures, and items published or distributed by the Foundation Center.

A list of Regional Collections is located in Selected References.

Seeking funds. There are some common approaches to seeking funds from foundations.

- The first step, as with any other activity to gain resources, is to identify and investigate foundations which may be relevant to your interests.
- Learn about the foundation from available literature. Determine:

  –Field of interest;

  –Geographical scope of interests;

  –Usual size of grants;

  –Contact address;

  –Type of material to include in request;

  –Eligibility requirements;

  –Deadlines; and

  –Criteria for selection.

- Foundations are very selective in choosing projects to fund. Examining past records of funding and establishing personal contact with someone in the foundation will help the candidate determine the probability of his/her project being funded. Criteria to examine include:

  –In what geographic areas does the foundation fund? Some only make local contributions; some will make grants to organizations outside their local area or state.

  –Does the foundation support projects that deal only with certain populations? Some foundations are only interested in funding new and innovative programs, building programs, or research programs in electronics, etc.

  –Does the foundation prefer to support certain types of organizations?

- If time permits, try to make personal contact with a foundation representative to discuss some of the above areas.

Write initial application/precis. A precis is a brief overview of the proposed project. Few precis are more than two typewritten pages. Determine how many copies of the precis or application should be submitted. The following information is usually requested in an application/precis:

- Name, address, telephone number of institution applying;
- Name of dean of unit or head of department;
- Name, title, address, telephone number of proposed project director;
- Type of area for which support is sought;
- Title of proposed project;
- Amount of grant requested;
- Summary of proposed project including objectives, method of evaluation, dissemination plan; and
- Total cost of project. Grants do not include overhead expenses. A sample precis is included in Resource Materials (Figure 8.4).

Suggested screening criteria. With the increase of financial requirements of educational institutions, more and more colleges and universities attempt to obtain corporate support. However, every appeal or request submitted to a company is scrutinized and screened to see if such an appeal matches the company's goals. The following comprehensive checklist is suggestive of the important elements which might be included for review by a company, when making its selection. *

I. CHARACTER OF THE SOLICITATION

A. Is the appeal general or specific?
B. For what purpose is the money being sought?
C. Is the appeal well-stated?
D. Is the appeal well-documented?
E. Does the appeal indicate why it would be in your company's interest to support that particular institution?

II. WHAT IS THE NATURE OF THE INSTITUTION?

A. How is it controlled? Public or private?
B. What is the level of instruction? Pre-college, 2-year, 4-year, postgraduate?
C. For what educational purpose does it exist?
D. What kinds of degrees does it offer? General or professional?
E. How is it accredited? Regional or professional?

III. WHAT ARE THE PERFORMANCE CHARACTERISTICS OF THE INSTITUTION?

A. Reputation

1. Is it known for any unique element of its program?
2. Are there specific departments that are outstanding?
3. Are there people of unusual distinction among faculty and/or administration?

B. Quality

1. Does it do an acceptable job?
2. Does it attract able students?
3. Are there chapters of national scholastic societies onn campus?
4. Have its graduates achieved any unusual distinctions?

IV. WHAT ARE THE INSTITUTION'S ASPIRATIONS FOR DEVELOPMENT?

A. Is the college standing pat, or developing with the nation and the times? Evidence?
B. Is it preparing to grow in quality and/or quantity in keeping with the nation's needs for educated men and women?
C. Does it have a charted plan of development, with all constituencies represented in its Development Committee?
D. Is the institution cooperating with other colleges and universities to improve the efficiency of resource use (e.g., through a consortium)?

V. HOW BROAD IS VOLUNTARY SUPPORT OF THE INSTITUTION?

A. Its trustees—are they committed financially?
B. Its alumni—are they well-organized and contributing at acceptable levels? What proportion of the alumni participate in the Annual Fund?
C. Its community—do the local citizens and business support the institution?
D. Other companies—who are the most prominent contributions? Are they related to your company as competitors, customers, suppliers, etc.?
E. Does the institution report on its stewardship of the resources entrusted to it by various groups of contributors?

VI. WHAT IS THE RELATIONSHIP BETWEEN THE INSTITUTION AND THE COMPANY?

A. Geographic—is the campus (or one of the campuses) located close to a company owned or operated facility?

B. Instructional program—does it relate to the company's interests?

1. Does it offer degree programs or courses in fields related to the company's products or services and/or technologies?
2. Does if offer instruction in management techniques or other programs of value for management development?
3. Does it offer opportunities for continuing education for the company's employees in areas of interest and value?

4. Does it have special programs or courses in subject areas of particular interest to the company?
5. Is there anything about the institution's program that relates to the company's image or identity, to its advertising themes, or the areas of philanthropic interest?

C. Research programs and facilities—do they represent areas of interest to the company?

1. Does the institution carry on a significant research activity in fields related to the company's product lines, raw materials, production technologies, etc.?
2. Does the institution's research staff cooperate with company technical personnel?
3. Are the results of the institution's research made public fully and promptly? Are the data freely available?
4. Is there any unique tie-in between the research program and any area of particular interest to the company?

D. Employees—has the institution been an important source of new personnel?

1. What proportion of company employees are graduates of the institution?
2. Is the current flow of new employees from the institution's graduating class at a satisfactory level? Are they of acceptable caliber?
3. Is the current recruiting relationship satisfactory?
4. Are the employee alumni loyal to the institution?

E. Other—bearing in mind that the public interest may involve important indirect and intangible benefits to the company, is support of the institution in the public interest?

VII. THROUGH WHAT CHANNEL WAS THE SOLICITATION RECEIVED?

A. By whom was it sent?

1. Trustee
2. President
3. Development director
4. Other administration official
5. Prominent alumnus
6. Friend of the institution

B. By whom was it received?

1. The company, without specific addressee
2. A director
3. The company president
4. The contributions officer
5. Other company executive

C. What relationship is there, if any, between the person sending the request and the company?

1. Personal friend
2. Classmate
3. Stockholder
4. Customer
5. Supplier

VIII. CONCLUSION–DOES THIS REQUEST FIT INTO THE COMPANY'S OBJECTIVES, POLICIES, PROGRAMS, AND BUDGET?

If not, are there any compelling reasons for an exception in this particular case?

*Checklist prepared by Council for Financial Aid to Education, 1974. See Selected References for complete reference.

Contracted Services

Program support can also take the form of contracted services. Opportunities for contracted services to business, industry labor often depend on already established contacts. Contracted services that educators may offer business, industry, and labor cover a wide range. Examples include:

- Marketing research for local Chamber of Commerce;
- Instructional training programs;
- Seminars on educational approaches useful in training media; and
- Experimental research.

In-kind Support

Program support can also take the form of in-kind support. Requesting in-kind support requires the same type of initial contact and developing of contacts with business, industry, and labor.

In-kind support may include:

- Donation of hardware and/or related software;
- Loan of hardware and/or related softeware;
- Workshop experience cooperation;
- Personnel exchange;
- Recruitment cooperation; and
- Donation/loan of training aids.

Special Themes / Topics

In implementing various types of linkage efforts it may be necessary to secure additional program support for these programs. It is important to explore a variety of alternative sources of support or in-kind contribution of materials for services that will enable the department to meet its objectives. Included below are some suggestions for themes, topics, and groups that might be part of program support involving business, industry, and labor. This is the start of a brainstorming list; you are encouraged to add to it:

1. Seek funding or support to attend professional education meeting;
2. Seek funding or support to attend technical or trade association meetings;
3. Seek tuition-free participation in business, industry sponsored management or technical training courses;
4. Conduct a workshop with department resource persons to explore sources of support for linkage efforts;
5. Prepare an analysis of business, industry, and labor time, service, materials, and equipment contributions to department programs as evidence support for linkage efforts;
6. Attend business, industry, and labor events as an observer;
7. Identify sources of loan equipment or equipment demonstrations available to service area programs;
8. Collaborate with representative business, industry, and labor groups in seeking funding support for department programs;
9. Collaborate with departments in other universities in obtaining support for statewide cooperation internship and personnel exchange programs;
10. Seek support for bus travel to area locations for business, industry, labor related site visits;
11. Identify foundations and federal agencies, such as Department of Labor, for support of linkage related research and development efforts; and
12. Seek support for department advisory committee meeting programs.

Use the remaining space to add your own ideas.

_____

_____

_____

Administrative Details

This part of the handbook section contains suggested items to consider in investigating and establishing policies and procedures. These items are followed by a Planning Steps Checklist which gives an overview of the major items to be considered in planning program support.

Examine Existing Policy / Procedures

The following items need to be examined in order to develop procedures/guidelines for program support:

- University/college clearance procedures;
- Opinions of representatives of the department and administration;
- Available financial resources;
- Reimbursement procedures for related expenses;
- Salaries;
- Scheduling of faculty time; and
- Existing alternative approaches used to secure program support.

Establish Poli[illegible] / Procedures

The following policies and procedures need to be developed or incorporated into the guidelines for program support:

- Criteria for information dissemination;
- Criteria for establishing business, industry contacts;
- Reimbursement procedures for related expenses;
- Salaries; and
- Scheduling of faculty time.

Planning Steps Checklist

The purpose of the Planning Steps Checklist is to give an "at a glance" listing of the major specific items that are involved in planning for the use of program support to increase business, industry, and labor inputs into vocational teacher education programs.

- ☐ Determine program support needs
- ☐ Develop objectives
- ☐ Identify administrative personnel to be involved
- ☐ Secure administrative approval and support
- ☐ Identify available resources
- ☐ Identify coordinator of activities
- ☐ Utilize advisory committee
- ☐ Select type of program support
- ☐ Develop resource file
- ☐ Develop plan of action
- ☐ Determine time allotment
- ☐ Disseminate program information
- ☐ Make necessary contacts
- ☐ Develop plan for recognition of contribution
- ☐ Implement plan
- ☐ Evaluate results

Planning Notes

This section is designed to assist you in working out plans for the effective use of program support activities/approaches for your department. These points are based on the specific items identified in the Planning Steps Checklist. The purpose of these Planning Notes Worksheets is to focus attention on gathering information, organizing details, and defining department objectives that are critical to involving business, industry, labor representatives in this type of activity/approach.

List of Planning Notes Topics:

1. Needs:
   What are areas of anticipated needs for program support?

2. Administration:
   What administrative personnel need to be contacted?
   What approvals need to be obtained?

3. Personnel:
   Who might coordinate the activities?
   What type of personnel support is needed?

4. Finance:
   What resources are available to institute a plan for program support?

5. Advisory Committee:
   How might an advisory committee be utilized in a search for program support?

6. Plan:
   What procedures, guidelines, or items need to be included in the plan of action?

7. Recognition:
   Are recognition activities for contributions pertinent to the planned approach?
   If so, what are some possible recognition activities?

8. Evaluate:
   What type of evaluation activities should be considered?
   What are some potential standards, time lines?

Planning Notes

1. Needs

What are areas of anticipated needs for program support?

2. Administration

What administrative personnel need to be contacted?
What approvals need to be obtained?

3. Personnel

Who might coordinate the activities?
What type of personnel support is needed?

4. Finance

What resources are available to institute a plan for program support?

5. Advisory Committee

How might an advisory committee be utilized in a search for program support?

6. Plan

What procedures, guidelines, or items need to be included in the plan of action?

7. Recognition

Are recognition activities for contributions pertinent to the planned approach?
If so, what are some possible recognition activities?

8. Evaluate

What type of evaluation activities should be considered?
What are some potential standards, time lines?

Selected References

This part of the handbook section lists selected reference materials that pertain to the effective use of resource persons. In addition to these materials, each service area has a multitude of organizations and publications that are related to that particular service area. The library should be helpful in identifying these. You are encouraged to add to this list.

Print Materials

Annual Register of Grant Support. Marquis Academic Media, Marquis Who's Who, Inc., Chicago, Illinois, 1977.

Catalog of Federal Education Assistance Programs. U.S. Department of H.E.W., Washington, D.C., 1974.

Catalog of Federal Domestic Assistance. Superintendent of Documents, Government Printing Office, Washington, D.C. 20202.

Company-Sponsored Foundations, Studies in Business Practices No. 73 National Industrial Conference Board, Inc., 845 Third Avenue, N.Y., N.Y. 10022

Cook, D. L. *Educational Project Management.* Columbus, Ohio: Charles E. Merrill, 1971.

Derfner, C. "City Hall: An Important Resource for Your Organization," The Grantmanship Center News, Vol. 2, No. 5, Los Angeles, California.

Dermer, J. *How to Write Successful Foundation Presentations.* New York, N.Y. Public Service Materials Center, 355 Lexington Avenue (10017), 1974.

Evens, R. N. and others, *Assessing Vocational Education Research and Development,* National Academy of Science, Washington, D.C., 1976.

Federal Register, Vol. 41, No. 73, April 14, 1974.

"General Revenue Sharing: Influencing Local Budgets—A Citizen's Action Guide." Available from the Center for Community Change, 100 Wisconsin Ave., N.W., Washington, D.C. 20007.

Industry Cooperation Sparks Graphic Arts Curriculum. *American Vocational Journal,* 1976, Vol. 51, No. 7, p. 69.

Katzowitz, L. "Researching Foundations: How to Identify Those That May Support Your Organization," Reprints of articles from the Grantmanship Center News.

Kiritz, N. J. "Program Planning and Proposed Writing," The Grantmanship Center News, Issue No. 3, Los Angeles, California.

Nielson, M. and Perazzoli, L. "EPDA What's In It For You," *American Vocational Journal,* Vol. 52, No. 1, January 1977. 38-40.

Renetzky, A., and Schlachter, *Directory of Internships, Work Experience Programs, and On-the-Job Training Opportunities,* 1st edition.

The CFAE Casebook. *Aid-to-Education Programs of Leading Business Concerns and Guidelines for Corporate Support of Higher Education.* Council for Financial Aid to Education, 680 Fifth Avenue, New York, N.Y. 10019, 1974.

Watson, J. H. III. *Industry Aid to Education,* Public Affairs Study Number 1, National Industrial Conference Board, Inc., 845 Third Avenue, New York, New York 10022, 1965.

White, V. P. *Grants: How to Find Out About Them and What to Do Next.* New York: Plenum, 1975.

Groups/Associations

Council on Foundations, Inc., 888 Seventh Avenue, New York, N.Y. 10019.

Regional Collections of Foundation Information

ALABAMA

Birmingham Public Library
2020 Seventh Ave., North
Birmingham, AL 35203

ARKANSAS

Little Rock Public Library
Reference Department
700 Louisiana Street
Little Rock, AR 72201

CALIFORNIA

University Research Library
Reference Department
University of California
Los Angeles, CA 90024

San Francisco Public Library
Business Branch
530 Kearny Street
San Francisco, CA 94108

COLORADO

Denver Public Library
Sociology Division
1357 Broadway
Denver, CO 80203

CONNECTICUT

Hartford Public Library
Reference Department
500 Main Street
Hartford, CT 06103

FLORIDA

Jacksonville Public Library
Business, Science, and Industry Department
122 North Ocean Street
Jacksonville, FL 32203

Miami-Dade Public Library
Florida Collection
One Biscayne Boulevard
Miami, FL 33132

GEORGIA

Atlanta Public Library
126 Carnegie Way, N.W.
Atlanta, GA 30303

HAWAII

Thomas Hale Hamilton Library
Humanities and Social Sciences Reference
2550 The Mall
Honolulu, Hawaii 96822

INDIANA

Indianapolis-Marion County Public Library
40 E. St. Clair St.
Indianapolis, IN 46204

IOWA

Des Moines Public Library
100 Locust Street
Des Moines, IA 50309

KANSAS

Topeka Public Library
Adult Services Department
1515 West Tenth Street
Topeka, KS 66604

KENTUCKY

Louisville Free Public Library
Fourth and York Streets
Louisville, KY 40203

LOUISIANA

New Orleans Public Library
Business and Science Division
219 Loyola Avenue
New Orleans, LA 70140

MAINE

Center for Research and Advanced Study
University of Maine at Portland–Gorham
246 Deering Avenue
Portland, ME 04102

MARYLAND

Enoch Pratt Free Library
Social Science and History Department
400 Cathedral Street
Baltimore, MD 21201

MASSACHUSETTS

Associated Foundation of Greater Boston
One Boston Place, Suite 948
Boston, MA 02108

Boston Public Library
Coply Square
Boston, MA 02117

MICHIGAN

Henry Ford Centennial Library
15301 Michigan Avenue
Dearborn, MI 48126

Grand Rapids Public Library
Sociology and Education Department
Library Plaza
Grand Rapids, MI 49502

MINNESOTA

Minneapolis Public Library
Sociology Department
300 Nicollet Mall
Minneapolis, MN 55401

MISSISSIPPI

Jackson Metropolitan Library
301 North State Street
Jackson, MS 39201

MISSOURI

Kansas City Public Library
311 East 12th Street
Kansas City, MO 64106

The Danforth Foundation Library
222 South Central Avenue
St. Louis, MO 63105

MONTANA

Eastern Montana College Library
Reference Department
Billings, MT 59010

NEBRASKA

Omaha Public Library
1823 Harney Street
Omaha, NE 68102

NEW HAMPSHIRE

The New Hampshire
Charitable Fund
One South Street
Concord, NH 03301

NEW JERSEY

New Jersey State Library
Reference Section
185 West State Street
Trenton, NJ 08625

NEW MEXICO

New Mexico State Library
300 Don Gasper Street
Santa Fe, NM 87501

NEW YORK

New York State Library
State Education Department
Education Building
Albana, NY 12224

Buffalo and Erie County
Public Library
Lafayette Square
Buffalo, NY

Levittown Public Library
Reference Department
One Bluegrass Lane
Levittown, NY 11756

Rochester Public Library
Business and Social Science Division
115 South Avenue
Rochester, NY 14604

NORTH CAROLINA

William R. Perkins Library
Duke University
Durham, NC 27706

OHIO

The Cleveland Foundation Library
700 National City Bank Building
Cleveland, OH 44114

OKLAHOMA

Oklahoma City Community Foundation
1300 North Broadway
Oklahoma City, OK 73103

OREGON

Library Association of Portland
Education and Psychology Department
801 S.W. Tenth Avenue
Portland, OR 97205

PENNSYLVANIA

The Free Library of Philadelphia
Logan Square
Philadelphia, PA 19103

Hillman Library
University of Pittsburgh
Pittsburgh, PA 15213

PUERTO RICO

Consumer Education and Service
Center Department of Consumer
Affairs
Minillas Central Government
Building North
Santuree, PR 00908

RHODE ISLAND

Providence Public Library
Reference Department
150 Empire Street
Providence, RI 02903

SOUTH CAROLINA

South Carolina State Library
Reader Services Department
1500 Senate Street
Columbia, SC 29211

TENNESSEE

Memphis Public Library
1850 Peabody Avenue
Memphis, TN 38104

TEXAS

The Hogg Foundation for Mental Health
The University of Texas
Austin, TX 78712

Dallas Public Library
History and Social Sciences Division
1954 Commerce Street
Dallas, TX 75201

UTAH

Salt Lake City Public Library
Information and Adult Services
209 East Fifth Street
Salt Lake City, UT 84111

VERMONT

State of Vermont
Department of Libraries
Reference Services Unit
111 State Street
Montpelier, VT 05602

VIRGINIA

Richmond Public Library
Business, Science and Technology Department
101 East Franklin Street
Richmond, VA 23219

WASHINGTON

Seattle Public Library
1000 Fourth Avenue
Seattle, WA 98104

WEST VIRGINIA

Kanawha County Public Library
123 Capitol Street
Charleston, WV 25301

WISCONSIN

Marquette University
Memorial Library
1415 West Wisconsin Avenue
Milwaukee, WI 53233

WYOMING

Laramie County Community College Library
1400 East College Drive
Cheyenne, WY 82001

Resource Materials

The example materials illustrated in this section are designated to be adapted and used selectively as your situation dictates. The purpose of these materials is to show a variety of standard forms, letters, suggested procedures, and other similar aids that would be useful to vocational teacher education departments in promoting and developing improved linkages with the business, industry, labor community in their area.

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8.4 Sample Precis

8.5 Sample Gantt Chart

8.6 Sample of Work Breakdown Structure

8.7 Sample Vita

8.8 Sample Certificate of Appreciation (Lehigh University, School of Education)

Seeking Scholarship Money from Business/Industry

LEHIGH UNIVERSITY
SCHOOL OF EDUCATION
BETHLEHEM, PENNSYLVANIA 18015

CAREER EDUCATION

MEMORANDUM

DATE: Fall Term, 1975

FROM: Ed Hughes, Early Recruitment Program Coordinator

TO: Prospective JIF Donors

Since the original JIF brochure was printed, several small changes have occurred in our vocational teacher scholarship program. First of all, although we are still accepting scholarship donations of the size suggested in the brochure ($250, $500, & $750), we have decided to place emphasis on a Century Club ($100/yr.). We feel that this approach will attract a greater number of annual donors, and therefore, broaden the participation in our program.

Secondly, due to tuition and teacher discount changes over the past year, cost figures listed in the brochure are not currently accurate. Under our present policy, the cost for a 3 credit course is $111 or $37 per credit hour after both the JIF scholarship and the teacher discount have been granted.

While the JIF program will acknowledge with gratitude contributions from all sources, we are especially hoping to attract donors from the business and industries which profit most directly from our Area Vocational-Technical Schools by employing graduates of their programs.

Contributions to the JIF scholarship fund can be made by filling out the attached pledge card and marking it "Century Club" or choosing one of the other scholarship amounts. Checks for the fund should be made out to "Lehigh University - JIF Scholarship Fund" and mailed to Dean Stoops at the address listed on the brochure. All contributions qualify the donor for a charitable tax deduction and will be acknowledged in writing.

Figure 8.1 Sample Memorandum to Prospective Donors

Figure 8.2 Sample Brochure

The Need for J.I.F
(Joint Investment for the Future)

Here is the basic Problem

To become a vocational teacher one must first be skilled and established in a craft, trade, profession, or enterprise in which the schools offer a program.

He must decide to leave his present successful work to enter teaching, and in most every case he must accept a lower salary. This, alone, is a serious obstacle, especially for someone with family responsibilities.

In addition to this he must qualify for a Vocational I teaching certificate. This means he must go to one of four universities in Pennsylvania and take 18 semester hours in curriculum organization, educational methods, tests and measurements, shop organization and control, and other vital refinements.

These are not credits for which he receives extra compensation. These credits are legal requirements by the State. Without these courses one is not permitted to teach.

In many cases teachers who wish to meet this requirement by attending Lehigh must have help with tuition payments for the 18 hours of course work which must be taken during the difficult interval of transition from trade to teaching. **This is what J.I.F. is all about.**

The cost for one 3 hour course at Lehigh is $ 357

To meet the 18 hour requirement one must take six of those courses costing.....$2,142

Lehigh University offers teachers a discount on each course amounting to.....$ 165

So the total discount for 18 credit hours....$ 990

But unless helped, a vocational teacher trained by Lehigh still must pay $1.152

J.I.F. is the program designed to offer the needed help. Business and industries which participate offer scholarships in the amounts of $250, $500, or $750. Two hundred and fifty dollars is a 1/3 scholarship; five hundred dollars is a 2/3 scholarship, and seven hundred and fifty dollars is a full scholarship.

With a full J.I.F. scholarship the cost for each course would be only .....$ 67

and the cost to the teacher for the full 18 hour program would be only $402

This does two things. (1) It makes it much more feasible for qualified men and women to enter vocational teaching through training at Lehigh, and (2) Lehigh University itself will be more competitive with the other institutions which for the time being enjoy the special public subsidies for their efforts in this same field.

How to Participate

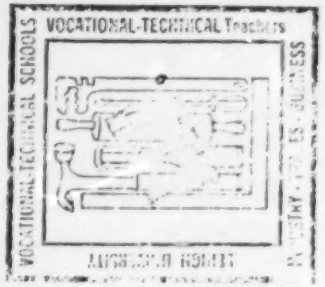
A number of business and industrial organizations are already enrolled. The way to do it is to pledge a 1/3 ($250), 2/3 ($500) or full ($750) tax deductible scholarship to J.I.F. The effort is a regional one and latitude is greatly appreciated; however, a scholarship may be restricted to a teacher for a particular vocational technical school and/or a certain field or fields. Naturally, the recipient will be publicly identified with the donor unless a wish is expressed by the donor that this not be done.

A J.I.F. account is established in the University. Donors may pay in advance or may withhold payment and accept billing when the recipient registers.

We are prepared to participate in the J.I.F. Program. We will support scholarships in the amount of ($250), ($500), ($750) each for Vocational-Technical teachers at Lehigh University.

Name

Representatives of company, trade, union



Seeking Scholarship Money from Business/Industry

Lehigh University
Career Education

BENEFITS AND ROLE OF LOCAL BUSIENSS/INDUSTRY
OR
WHAT'S IN IT FOR ME?

Early Recruitment
J. I. F.

FINANCIAL COOPERATION	RECRUITMENT COOPERATION	WORK EXPERIENCE COOPERATION
Since Lehigh University does not receive a state subsidy for vocational teacher education as do the three state related institutions, the cost per college credit is much higher at Lehigh. Potential vocational teachers who cannot usually afford the higher cost, are forced either to drive long distances to take credits at one of the other institutions or to abandon their efforts at teacher preparation. Because the early recruitment program is attempting to attract local personnel, many of whom have full-time jobs and are not ready or able to make a full commitment to teaching, reasonably priced courses at Lehigh are a necessity. Through the Joint Investment in the Future (JIF) Program, Lehigh is seeking scholarship money from business/industry which will help bring the cost of college courses in line with what potential teachers can afford. The benefits to business/industry from the JIF Program include a charitable tax deduction, a real involvement in local education at both the college and vocational high school level, and potentially highly qualified teachers who will provide the needed workers of the future.	The involvement of business/industrial personnel in recruitment is essential because they may be in the best position to identify potential teachers who have the necessary skills, knowledge and motivation. Cooperation can range from simple encouragement to complete financing of the employee's teacher education program either through JIF or by other arrangements. In some cases this involvement may force a hard decision between keeping a good employee on the job and encouraging him to explore teaching. However, the effect of one good employee can be multiplied many times if he or she becomes a highly motivated and competent teacher able to produce highly motivated and competent graduates of our local vocational schools. That teacher will be in a position to bless his former employer many times over by providing top graduates trained to the needs of the employer.	In those instances when a recent AVTS or Community College graduate demonstrates the motivation to become a teacher, but lacks the necessary trade experience local industry is in a position to provide it. This experience will need to be comprehensive and attainable within several years so that trade competency can be certified and the individual can begin teaching without undue delay. Again, the benefit from this type of cooperation is obvious. If the individual progresses and becomes a successful teacher, the employer receives all of the benefits described above and for a greater number of years. If the individual decides in favor of a business/industrial career with the employer, a valuable employee has been gained. In either case, the employee carries his own weight during his employment.

Figure 8.3 Sample of Information Sent with a Brochure

Application-February, 1976
Improving Business-Industry-Labor Inputs
into Personnel Development Programs

1. Institution or agency: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

2. Director: Richard A. Dieffenderfer, Personnel Development Division.

3. Objective(s):

   a. Identify vocational teacher education departments that have developed effective strategies to maximize the inputs of business, industry and labor into their personnel development programs.

   b. Develop generalizable training resource package for use by vocational educators and business-industry-labor personnel to show how business-industry-labor inputs into vocational education personnel development programs can be maximized.

   c. Conduct one-day training program in use of training package for approximately 60 participants from participating institutions.

4. Site(s) and date(s) of training activities scheduled: The Center for Vocational Education, The Ohio State University, Columbus, Ohio, on April 19, 1977.

5. Project Description:

   a. A four-member planning committee consisting of one vocational education administrator, one vocational teacher educator, one business/industry representative, and one representative will be selected by project staff in cooperation with the regional EPDA project officer. A mail survey of vocational teacher education institutions will be conducted by the project staff to determine the extent, if any, that each institution has developed business-industry-labor inputs into its personnel development programs. A review of related literature will be conducted by project staff. A three-day workshop will be conducted at The Center for Vocational Education on February 14-16, 1977, for the purpose of developing a training resource package based on planning committee recommendations. Workshop participants will include ten selected vocational teacher educators, members of the planning committee, and project staff. Following development and revision of the training program will be conducted at The Center for Vocational Education on April 19, 1977, for approximately 60 participants to introduce the package to potential users and to provide technical assistance as required.

   b. The project will bring together representatives from vocational education administration, vocational teacher education, business/industry, and labor for the purpose of developing a generalizable training resource package to improve inputs into vocational education personnel development program.

Figure 8.4 Sample Precis

c. Approximately 60 vocational education teacher educators and administrators, business/industry training and administrative personnel, and union training and administrative personnel will be eligible for participation in the one-day training program on April 19, 1977, in accordance with criteria to be established by the planning committee.

6. Evaluation strategies: Evaluation activities will be conducted by the CVE Evaluation Division which can function as a third-party evaluator because of its existence as a separate division within CVE. Evaluation activities will include: Developing evaluation instruments, conducting workshop and training program evaluations and a formative evaluation of the training resource package.

7. Products expected:

   a. Preliminary review of literature - November 1, 1976.

   b. Summary of survey results

   c. Final project report to include copy of training resource package, summary of responses to institution survey, description and evaluation of project activities, etc.

8. Budget

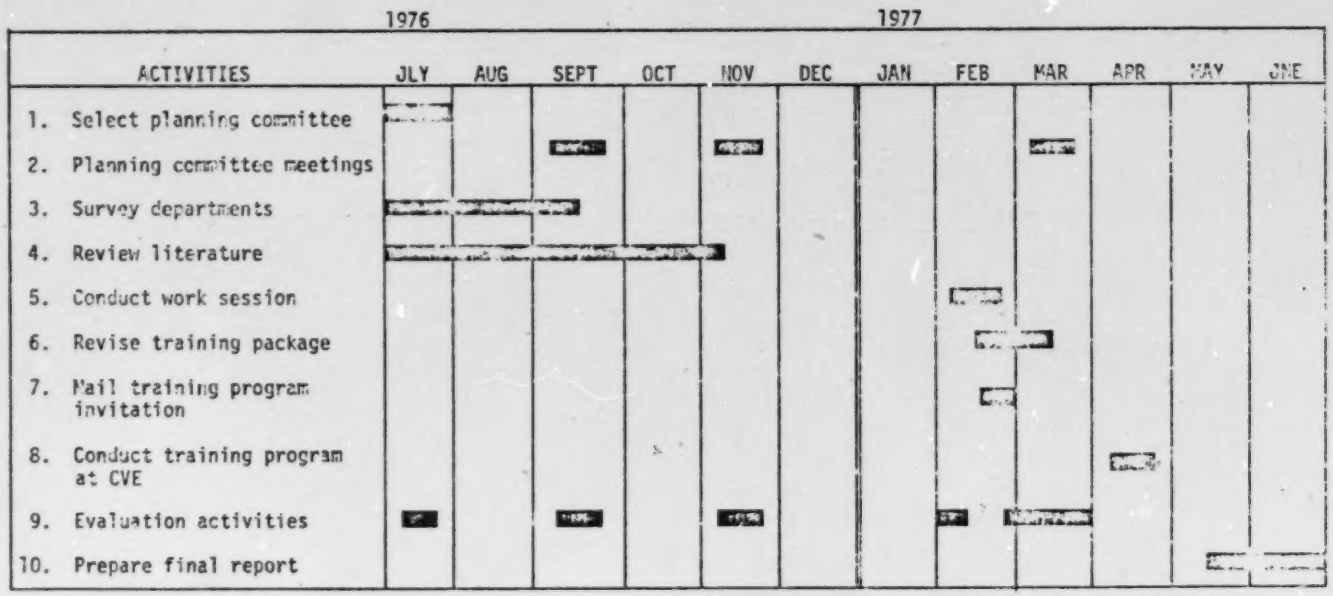
9. Time schedule. July 1, 1976 to June 30, 1977

10. Date. February, 1976.

Figure 8.4 continued

Figure 8.5 Sample Gantt Chart

SAMPLE
GANTT CHART



SAMPLE OF WORK BREAKDOWN STRUCTURE

Project: To increase the number of vocational teacher education departments that have developed strategies to maximize the inputs of business, industry and labor.

OBJECTIVE	ACTIVITY	TASK
1.0 To conduct a review of related literature	1.1 Establish methodology and conduct search	1.1.1 Identify objectives 1.1.2 Search ERIC 1.1.3 Search AIM/ARM-NTIS 1.1.4 Search card catalogs
	1.2 Review and synthesis of literature	1.2.1 Conduct preliminary review of literature 1.2.2 Present preliminary review to planning committee 1.2.3 Conduct on-going review

Figure 8.6 Sample of Work Breakdown Structure

VITA

Thomas Clark
4489 Western Drive
Clintonville, Ohio 43210
(614) 281-2263

SUMMARY

Area of professional specialty:	Agricultural education
Background and expertise in:	Research, development, dissemination, teaching
Highest degree:	Ph.D.

PROFESSIONAL EXPERIENCES

Assistant professor of vocational education, and research and dissemination specialist; Division of Vocational Education; College of Education; University of Omaha; August 1971 - June 1972.

Responsible for establishing a statewide research dissemination system for vocational-technical education and advising colleagues and graduate students on research studies. Reported to the chairman, Division of Vocational Education.

Research assistant; Department of Vocational-Technical Education; College of Education, University of Mexico, September 1966 - August 1967.

Responsible for research on the project, "Education Regarding Credit for Agricultural Production." Focused on secondary school and adult programs in agricultural education. Reported to the chairman, Division of Agricultural Education.

EDUCATION

Agriculture, Austin Peay State University; 1962 - 1964

B.S. in education, University of Austin; 1966

Figure 8.7 Sample Vita

Major: Education

M.S. in education, University of Mexico; 1967

Major: Education
Area of emphasis: agricultural economics, agronomy

Dissemination Workshop, University of Illinois, 1970

Ph.D. in education, Omaha University; 1971

Major: Education
Area of emphasis: research and evaluation, teacher education, vocational education.

PROFESSIONAL CERTIFICATION AND AFFILIATIONS

American Vocational Education Research Association
American Association of Teacher Educators in Agriculture

Figure 8.7 continued

Certificate of Appreciation

Recognition is hereby given to

For Service To

Vocational Education

Lehigh Valley

Commonwealth of Pennsylvania

the ___ day of _____ 19__

Figure 8.8 Sample Certificate of Appreciation